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A Case Study on Teaching Turkish through Distance Education

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ABSTRACT

The purpose of this study was to examine the status of secondary school Turkish education in distance education during the COVID-19 pandemic period in Turkey according to the opinions and observations of Turkish teachers. The fact that there are no studies examining the use of distance education in secondary school native language teaching constitutes the reason for the research. The research was carried out by the case study, one of the qualitative research designs. The participants of the study group in the first phase were 30 secondary school Turkish teachers, who worked in various schools in Turkey and taught online distance education courses in the spring semester of 2019-2020. The participants of the second phase of the study were 16 Turkish teachers who meet the above criteria. A semi-structured interview was held with the first group, while participants of the second group prepared observation reports on their live courses. The data collection tools of the research consist of a semi-structured interview form and a course observation form. Data collection tools were transformed into online forms and delivered online to the study group. The data of the research was collected over a period of one month and the document analysis technique was used to collect the data. The research data were analyzed using the content analysis method. The categorical analysis, one of the types of content analysis, was used in the study. The data analysis was performed with MAXQDA 2020 qualitative data analysis package program. Visualizations were made with the program used. For data analysis reliability, direct transfer statements were given from the codes where the opinions were concentrated. As a result of the study, it was concluded that the teachers faced with negativities intensely and they could not teach Turkish properly with distance education.

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Keywords:
COVID-19 pandemic, distance education, emergency remote teaching, teaching Turkish

1. Introduction

The development of social life has brought along a certain process of social adaptation. Education comes to the fore in the formation of this adaptation process. The concept of education, which is defined as "a tool that enables individuals to continue their lives in a balanced and productive way and to adapt to society" (Gökalp, 2016, p. 1), has been applied in many types and durations according to the needs of the societies over time.

Distance education is one of the types of education that emerged according to the needs of the society. The concept of distance education was born on a need that applies to all innovations and inventions in the world. Several definitions have been made about this concept: "The term 'distance education' covers the various forms of study at all levels which are not under the continuous, immediate supervision of tutors present with their students in lecture rooms or on the same premises, but which, nevertheless, benefit from the planning, guidance and tuition of a tutorial organization" (Holmberg, 1977, p. 9). "It is a learning-teaching system in which the interaction between students and teachers who are far apart takes place through technological tools" (Karataş, 2008). "In the context of education, distance means that the learner and the teacher are not face-to-face. Thus, two-way communication must take place despite the fact that they are not in the same room

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together" (Perry & Rumble, 1987, p. 1). Distance education is "institution-based, formal education where the learning group is separated, and where interactive telecommunications systems are used to connect learners, resources, and instructors" (Schlosser & Simonson 2009, p. 1). Considering the definitions of distance education, it is seen that the main feature of this type of education is that there are no face-to-face lessons.

Distance education, which started with letters, has made a great improvement with the use of telephone, radio, TV, computer, and internet and network technologies connected to computers (Çallı, Bayram & Karacadağ, 2002). Moore and Kearsly (2005) divide the development process of distance education into five generations according to some critical steps. The first of these is education with letters, the second is radio and television broadcasts, the third is open education institutions, the fourth is teleconference, and the fifth is the Internet and the web. On the other hand, Taylor (2001) has modeled the distance education system according to the historical development processes in educational technologies: In the first generation, which is a teaching model with letters mailed to the students, the student's time, place and learning pace are quite flexible. Since the written/printed materials are sent to the student by mail, there is no synchronous and interactive communication. In the second-generation model, the multi-media model provides the student with the distribution audio-cassette, video-cassette and computer diskette as learning materials in addition to printed materials. Communication between the student and instructor proceeds without interaction. In the third-generation model, the tele learning model is the model that includes educational TV/radio and video broadcasting. The student is dependent on learning materials in terms of time, space and learning pace. Communication takes place interactively with educational TV/radio broadcasting, live telephone connection and video-conferencing. The fourth-generation model is a flexible learning model based on online access to learning material via the Internet. Communication is provided synchronously by using online interactive multi-media, internet-based and accessed resources and computer-based communication technologies. The fifth-generation model is the advanced flexible learning model, which is a more advanced model of the flexible learning model in the fourth generation. In addition to the previous generation, this fifth-generation model also includes computer-mediated communication with an automatic response system and access to corporate processes and resources through the campus portal.

Uşun (2006) suggested that synchronous communication is based on the fact that a group of students and the instructor are present synchronously and live in a classroom in a computer environment and includes two-way communication and interaction, and while asynchronous communication is defined as the fact that the learner enters the server-side system at his own time, and monitors programs that have previously been prepared. Despite the advantages of the synchronous model, such as real-time discussion, effective feedback, and less isolation of the student, it can be said that it has disadvantages in terms of planning the lessons in terms of time and duration, measuring and evaluating success of the students, providing technological facilities and ensuring effective participation of the students in courses (Bakioğlu & Can., 2014). However, presenting synchronous courses on the Internet and recording these courses and making them accessible to students reduces some of the disadvantages of the synchronous model.

The distance education system also has its own advantages and disadvantages. Even though distance education has advantages such as providing lifelong learning opportunities, providing multimedia, program standardization, providing independence for students, lowering costs and providing equal opportunities, offering easy and updatable measurement and evaluation tools and methods, it has some disadvantages such as providing limited skills in acquiring target behaviors at affective and psychomotor levels, limited communication and interaction opportunities, its negative effects on the socialization of individuals, some technical and financial problems in the distribution and access of modern communication technologies, inability to immediately fix learning difficulties and the student's inability to get help at any time, and the difficulty of controlling the educational process (Kaya, 2002; Uşun, 2006).

The necessity for teachers and students to be physically away from each other, which is seen as an important limitation of traditional distance education practices, has been significantly eliminated due to the synchronous interaction technologies (Gülüşen, 2011). The concept of internet-based (online) education that allows synchronous interaction has started to be used with the introduction of distance education using the Internet. Internet-based education is a distance learning system, in which the Internet is used as the main environment, where knowledge and experience supported in the assistive environments such as printed materials, audio tapes, videotapes or CDs, network-based seminars and face-to-face interactions is planned, prepared,

produced, presented and evaluated (Karataş, 2008). Thus, online education, a form of learning where learning and teaching activities and services are offered to learners with the support of computer networks, has gained importance (Çalışkan, 2002). Aktay (2002) also states that individuals are provided with an independent learning environment from the school with the realization of distance education on the Internet.

The COVID-19 disease, which emerged in China at the end of 2019, has become a worldwide pandemic in March 2020 (WHO, 2020). The flow and rhythm of life has changed all over the world with the pandemic, and various measures have been taken to prevent the spread of the disease (Zhao, 2020). In the spring of 2020, the education of 1.5 billion students from all educational levels in the world, which accounts for about half of the student population, has been disrupted by a break in face-to-face education in educational institutions (UNESCO, 2020a; UNICEF, 2020). In Turkey, approximately 25 million students were affected by these measures (UNESCO, 2020b). Measures in the field of education related to COVID-19 in the Republic of Turkey have started to be taken in March 2020 (MOE, 2020; CoHE, 2020). Education at all levels was carried out with emergency remote teaching in the spring term due to these measures taken.

According to Allen and Seaman (2008, p. 4), the type of the course is determined by the proportion of the course content delivered online. In this respect, traditional courses are those where no online technologies are used, and the content of the course is delivered in writing or orally. Web-facilitated courses deliver 1 to 29% of the content online, while blended/hybrid courses deliver 30 to 79% of the content online. Lastly, online courses are those in which at least 80% of the content of the course is delivered online. Students and faculty can come together in virtual environments in online education, as opposed to traditional types of face-to-face conversations. As it turns out, the COVID-19 pandemic has made it mandatory to make temporary changes in the education system in Turkey. Schools, universities and many other educational institutions have been temporarily closed. This caused all educational institutions to operate remotely and put emergency distance education into practice. (Bozkurt & Sharma, 2020). In this way, with delivering more than 80% of the content of the course over the Internet, emergency remote teaching was applied with the concept of online courses instead of traditional courses. Emergency remote teaching can be explained as "temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances" (Hodges et. al., 2020, p. 6). Furthermore, this concept appears as "emergency remote education", "emergency distance education", "emergency remote teaching" in various studies in the literature (Karataş & Tuncer, 2020; Toquero, 2020). In other words, the emergency remote teaching, which is applied in formal education institutions due to the pandemic, differs from regular distance education by differences such as temporary implementation of distance education in a crisis and the fact that teaching programs have been prepared for face-to-face education.

In the literature review, various studies on the effects of the COVID-19 pandemic on education were found (Byun & Slavin, 2020; Dai & Xia, 2020; Dong, Cao & Li, 2020; Flores & Swennen, 2020; Garbe, Ogurlu, Logan & Cook, 2020; Hebebci, Bertiz & Alan, 2020; Karakuş, Ucuzsatar, Karacaoğlu, Esendemir & Bayraktar, 2020; Koçoğlu & Tekdal, 2020; König, Jäger-Biela & Glutsch, 2020; Schaefer, Abrams, Kurpis, Abrams & Abrams, 2020; Zhou & Li, 2020; Zhou, Wu, Zhou & Li, 2020). However, no study examining the use of distance education in secondary school mother-tongue teaching was found in the literature. This was the main reason to conduct the study.

The purpose of this study was to examine the status of secondary school Turkish education in distance education during the COVID-19 pandemic period in Turkey according to the opinions and observations of Turkish teachers. The sub-goals related to the main purpose of the research are given below:

1. To determine the process of teaching Turkish in distance education.

2. To determine the course content and material usage in Turkish course in distance education.

3. To determine the difficulty of teaching language skills in distance education.

4. To determine the positive and negative aspects of distance education in terms of teaching Turkish.

5. To determine the observed elements of live Turkish courses in distance education.

6. To determine the suggestions of teachers in order to improve Turkish teaching in distance education.

2. Method

2.1. Research Model

Since the purpose of this study was to examine the status of secondary school Turkish education in distance education during the COVID-19 pandemic period in Turkey according to the opinions and observations of Turkish teachers, the case study method, one of the qualitative research designs, was used to conduct the study. The case study is an in-depth analysis and examination of a limited system (Merriam, 2013). The case study constitutes a special method for collecting, organizing, analyzing and interpreting the data and it represents an analysis and interpretation process (Patton, 2002). The purpose of the case study is to "draw conclusions for a particular situation. The most basic feature of the qualitative case study is to investigate one or more cases in depth" (Yıldırım & Şimşek, 2011, p. 77).

2.2. Study Group

The participants of the study group in the first phase were 30 secondary school Turkish teachers, who worked in various schools in Turkey and taught online distance education courses in the spring semester of 2019-2020. The participants of the second phase of the study were 16 Turkish teachers who meet the above criteria. A semi-structured interview was held with the first group, while participants of the second group prepared observation reports on their live courses.

The snowball sampling, one of the non-probabilistic sampling methods, was used to form the study group. In the snowball sampling method, a reference person is selected regarding the subject of the study and other people are reached through this person (Biernacki & Waldorf, 1981). Of the 30 teachers in the first phase, 29 were in public schools, 1 was in a private school, and 21 were female and 9 were male. These teachers were between 28 and 61 years old, their years of duty were between 4 and 35 years; and the total hours of live lessons they gave varied between 4 and 80. Teachers were coded as T1, T2, T3… T30. Of the 16 teachers in the second phase of the study, which is the live course observation report, 15 were in public schools, 1 was in a private school, 13 were female and 3 were male. These teachers were between 32 and 61 years old and their years of duty were between 4 and 33 years; the total hours of live lessons they gave varied between 12 and 80. Teachers were coded as TO1, TO2, TO3… TO16.

2.3. Data Collection Tools

The data collection tools of the research consist of a semi-structured interview form and a course observation form. The semi-structured interview form contains 10 questions about teaching Turkish in distance education. These questions include the process, content and material usage of the Turkish course and teaching language skills in distance education, positive and negative aspects of distance education and suggestions in regard with improving Turkish teaching. The course observation form was developed for teachers to write their observations about their recent live Turkish lessons. The questions in the data collection tools were prepared in line with the opinions of two faculty members, who are experts in the field of Turkish education, and were used in the data collection process after they were determined to be understandable by sending them to five Turkish teachers.

2.4. Data Collection and Data Analysis

Three Turkish teachers were interviewed to determine how the research data were collected. The teachers were asked whether they wanted to share the answers to the questions in written or verbal form. Since all of the teachers preferred to provide written answers, the data collection tools were converted into online forms and delivered online to the study group. The data of the research was collected over a period of one month and the document analysis technique was used to collect the data. The interview and observation forms obtained from the study group are the documents of the research.

The research data were analyzed using the content analysis method. The main process applied in the content analysis technique is to gather similar data within the framework of certain concepts and themes and to interpret them in a way that the reader can understand (Yıldırım & Şimşek, 2011). The categorical analysis, one of the types of content analysis, was used in the study. In the application of the categorical analysis, first

the data were coded, categories were created and organized, and at the last stage, the obtained findings were defined and interpreted (Robson, 2001).

In the data analysis, MAXQDA 2020 qualitative data analysis package program was used. Encodings were done by using the re-encoding method. The following formula of Miles and Huberman (2016) was used for encoding reliability: Reliability Coefficient = Number of topics or terms agreed on ÷ (Number of topics or terms on which there is no consensus + Number of topics or terms agreed on) × 100. The result achieved in this encoding check that gives the internal consistency is expected to be at least 70% (Miles & Huberman, 2016). After the re-encoding, the reliability coefficient was determined to be 91% for the interview forms and 94% for the observation forms, respectively. Below, the applied form of the formula is shown after the re-encoding.

Interview Form Encodings:

$$Reliability\ Coefficient = \frac{427}{427+41} \times 100 = 91.23$$

Observation Form Encodings:

$$Reliability\ Coefficient = \frac{50}{50+3} \times 100 = 94.33$$

The encodings were separately visualized for each category with the program's MAXMaps feature. Codes of categories and their frequencies were included in the visuals. In addition, examples of the category, code and opinion were with tables presented in order to increase the reliability.

3. Findings

The findings of the research were presented as the process of teaching Turkish in distance education, the course content and material usage in Turkish course in distance education, the difficulty of teaching language skills in distance education, the positive and negative aspects of distance education, the suggestions of teachers in order to improve Turkish teaching in distance education and the observed elements of live Turkish courses in distance education depending on sub-goals of the research.

3.1. The Process of Teaching Turkish in Distance Education

The code-category relationships regarding the status of the Turkish course process in distance education are shown in Figure 1.
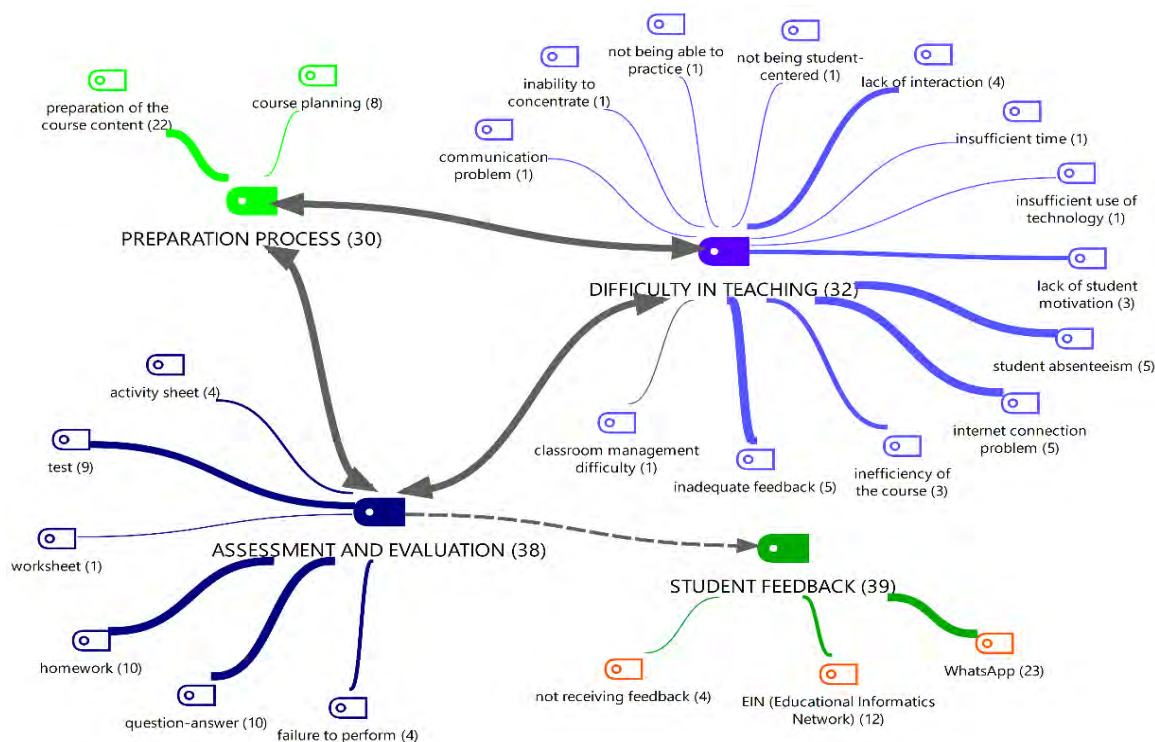

Figure 1. Code-category and theme relationship regarding the live course process of teaching Turkish

Considering the information presented in Figure 1, it was seen that the process of the Turkish course in distance education is evaluated in the categories of preparation process, difficulty in teaching, assessment and evaluation and student feedback.

It was seen that the codes in the preparation process category and the frequency of these codes appear as *the preparation of the course content (f=22) and course planning (f=8)*. It was also seen that the focus was mostly on preparing the course content and the necessary importance was not given to the course planning in the preparation of the course category. The number of Turkish teachers who make course planning was 8. This number was less than one third of the study group.

The codes in the category of difficulty in teaching and the frequency of these codes were seen as *student absenteeism (f=5), internet connection problem (f=5), inadequate feedback (f=5), lack of interaction (f=4), inefficiency of the course (f=3), lack of student motivation (f=3), communication problem (f=1), inability to concentrate (f=1), not being able to practice (f=1), not being student-centered (f=1), insufficient time (f=1), insufficient use of technology (f=1) and classroom management difficulty (f=1)*. In the teaching category, it was observed that student absenteeism, internet connection problem, inadequate feedback, lack of interaction, inefficiency of the course and lack of student motivation are the main difficulties. These factors pose an obstacle to the adequate and qualified teaching of Turkish in distance education.

It was seen that the codes in the assessment and evaluation category and the frequency of these codes appear as *homework (f=10), question-answer (f=10), test (f=9), failure to perform (f=5), activity sheet (f=4) and worksheet (f=1)*. Furthermore, it was seen that mostly homework, question-answer and test tools are used in the assessment and evaluation category. There were 5 Turkish teachers who stated that they could not use any assessment and evaluation instruments.

It was seen that the codes in the student feedback category and the frequency of these codes appear as *WhatsApp (f=23), EIN [Educational Informatics Network (f=12)] and not receiving feedback (f=4)*. In the student feedback category, it was seen that student feedbacks were made via WhatsApp and EIN (Educational Informatics Network), and there were 4 teachers who could not receive any feedback from the students.

The above findings show that course planning was not done adequately in the preparation phase of the Turkish course in distance education, there were many difficulties in the process of teaching, assessment and evaluation couldn't be performed in a planned and programmed manner, and student feedbacks were received via WhatsApp and EIN (Educational Informatics Network). The examples of codes that emerged in the categories of teaching Turkish in distance education are given Table 1.

Table 1. Categories, codes and opinion samples regarding the teaching Turkish in Distance Education

Category	Code	Opinion
Preparation Process	Making Course Planning	*Preparing a make-up education plan and giving the subjects that cannot be covered, benefiting from EIN, teaching the prepared subjects to the students by question and answer method (T20)*
	Preparing Course Content	*I prepare worksheets on subjects and explain the subjects covered in the worksheets to the students during the lesson (T9).*
Difficulty in Teaching	Internet Connection Problem	*There may be disconnections from time to time, which distracts the students (T22).*
	Student Absenteeism	*There is a problem of participation in the class (T28).*
	No Interaction	*Teaching Turkish is a course that requires interaction. When it comes to distance education, everything is missing (T16).*
Assessment and Evaluation	Homework	*By requesting the photo of the homework done, examining the homework submitted through EIN (Educational Informatics Network) (T17)*
	Question-Answer	*I do it by asking questions during the lesson (T24)*

	Test	*I do it by checking the answers of the tests I send through EIN (Educational Informatics Network). (T6)*
Student Feedbacks	EIN (Educational Informatics Network*)*	*I am trying to get feedback through EIN. (T2)*
	WhatsApp	*I get feedback through WhatsApp (T25)*

3.2. Course Content and Material Usage for Turkish Teaching in Distance Education

The code-category relationships regarding the content of Turkish course and material usage in distance education are shown in Figure 2.
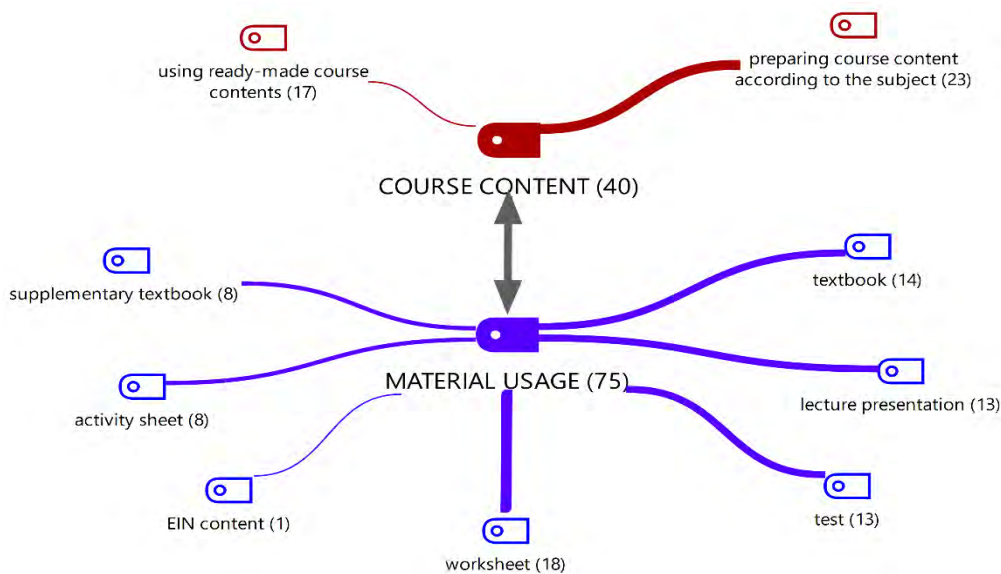

Figure 2. Code-category relationship regarding course content and material usage

Considering the information presented in Figure 2, it was seen that the codes in the category of course content in distance education and the frequency of these codes were *preparing course content according to the subject (f=23) and using ready-made course contents* (*f*=17); and the codes and their frequencies in the category of materials used in live lessons in distance education were *worksheet (f=18), textbook (f=14), test (f=13), lecture presentation (f=13), supplementary textbook (f=8), activity sheet (f=8) and EIN content (f=1).*

Considering the category of preparing course content, it was seen that the course content was mostly prepared in line with the subject, ready-made course contents were used. On the other hand, in the category of materials used in live lessons, it was seen that worksheets, textbooks, tests, lecture presentations, supplementary textbooks and activity sheets were mostly used in live lessons. These findings show that Turkish teachers in the study group are generally able to prepare their own course contents in the distance education process, as well as use ready-made course contents, and they mostly use worksheets, textbooks, tests, lecture presentations, supplementary textbooks and activity papers in live lessons.

The examples of codes that emerged in the category of course content and material use for teaching Turkish in distance education are given Table 2.

Table 2. Categories, codes and opinion samples regarding the course content and material use for teaching Turkish in Distance Education

Category	Code	Opinion
Preparing Course Content	Preparing Course Contents in line with the Subject	*I am preparing content in line with the content of the subject (T3). I prepare summaries myself. I prepare them in accordance with the subject and the students' levels (T13). I am preparing contents for distance education. In this was, I prepare myself for the lesson (T22).*

Use of Materials	Using Ready Course Contents	I am using the contents of EIN and etc. I am not preparing the contents myself (T1). I use ready-made contents because I think teachers need training in preparing online contents (T11).
	Worksheet	I use PDF format worksheets (T19)
	Textbook Use	I use a textbook. I need it in text reviews (T28).
	Lecture Presentation	I use PowerPoint presentations (T13)
	Supplementary Textbooks	I use supplementary materials (T7)

3.3. The Difficulty of Teaching Language Skills in Distance Education

The code-category relationship regarding the difficulty of teaching language skills in distance education is shown in Figure 3.
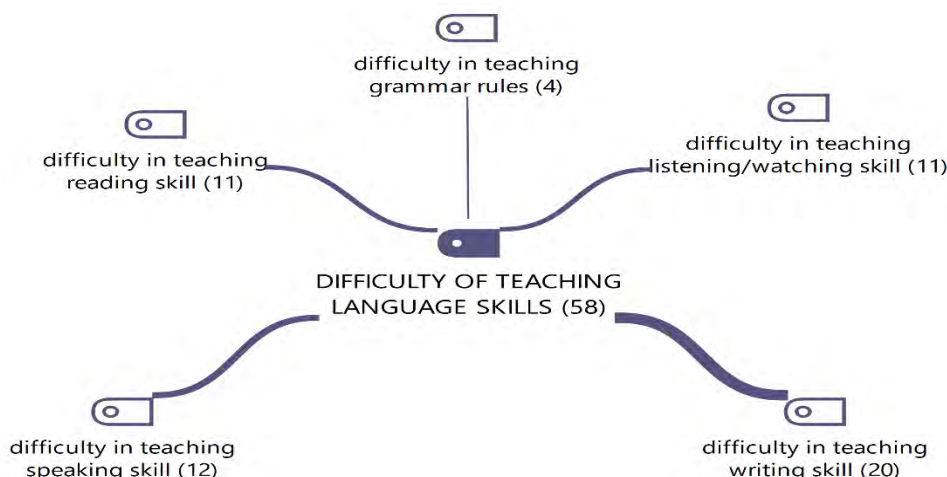

Figure 3. Code-category relationship regarding the difficulty of teaching language skills in distance education

Considering the information presented in Figure 3, the codes in the category of the difficulty of teaching language skills in distance education and the frequency of these codes appear to be the *difficulty in teaching writing skill (f=20), difficulty in teaching speaking skill (f=12), difficulty in teaching reading skill (f=11), difficulty in teaching listening/watching skill (f=11) and difficulty in teaching grammar rules (f=4).*

Among language skills, the most teaching difficulty was experienced in teaching writing skills, and the least difficulty was experienced in teaching grammar. In addition, there were teaching difficulties experienced in speaking, reading and listening/watching skills. The reason that the most teaching difficulties were experienced in writing skill among language skills can be explained as writing skill is a planned and process-based skill. These findings show that there are difficulties experienced by teachers in teaching language skills in distance education.

Examples of the codes emerging in the category of the difficulty of teaching language skills in distance education are given Table 3.

Table 3. Category, Codes and opinion samples regarding the difficulty of teaching language skills in Distance Education

Category	Code	Opinion
Difficulty of Teaching Language Skills	Teaching Reading Skill	I am having difficulties in the reading practices (T22)
	Teaching Writing Skill	I am having difficulties to improve the writing skills of the students. This semester is very difficult, because it is hard to keep the students under control. (T27)
	Teaching Listening/Watching Skill	I think it is difficult to make students gain listening/watching skills through distance education. (T13)

Teaching Speaking Skill	*I find it difficult to teach speaking skills online. Even in the classroom, prepared and unprepared speaking skills are difficult to gain, but it is more difficult to do this online (T11)*
Teaching Grammar	*Grammar subjects… It is necessary to explain by writing. This is very difficult in the home environment. (T2)*

3.4. Positive and Negative Aspects of Distance Education

The code-category relationship regarding the positive and negative aspects of distance education is shown in Figure 4.
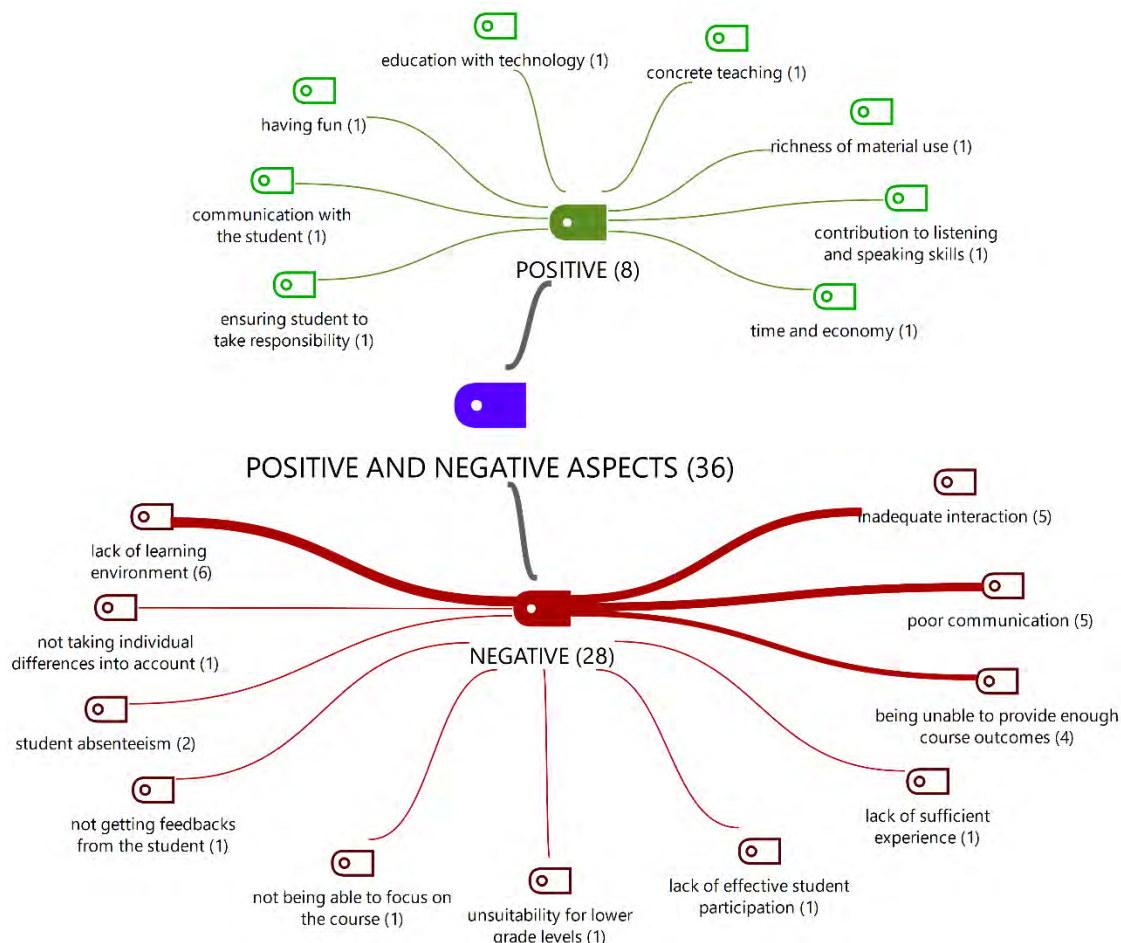

Figure 4. Code-category relationship regarding the positive and negative aspects of distance education

Considering the information presented in Figure 4, the codes related to the positive aspects of distance education and the frequencies of these codes appear to be *time and economy (f=1), contribution to listening and speaking skills (f=1), richness of material use (f=1), concrete teaching (f=1), education with technology (f=1), having fun (f=1), communication with the student (f=1) and ensuring student to take responsibility (f=1);* while the codes related to the negative aspects of distance education and the frequencies of these codes appear to be *lack of learning environment (f=6), poor communication (f=5), inadequate interaction (f=5), being unable to provide enough course outcomes (f=4), student absenteeism (f=2), not being able to focus on the course (f=1), not getting feedbacks from the student (f=1), unsuitability for lower grade levels (f=1), not taking individual differences into account (f=1), lack of effective student participation (f=1) and lack of sufficient experience (f=1).*

There were 8 codes and 8 opinions related to positive aspects of distance education, while there were 11 codes and 28 opinions related to negative aspects of distance education. The negative aspects of distance education in the teaching process are much more than its positive aspects. The negative aspects of distance education were mostly concentrated on not having a learning and communication environment, insufficient interaction and not providing enough course outcomes. These findings show that there are more negative aspects of

distance education compared to its positive aspects and that these negativities that arise prevent the realization of the teaching process properly.

Examples of the codes that emerged in the category of positive and negative aspects of distance education are given Table 4.

Table 4. Categories, codes and opinion samples regarding the positive and negative aspects of distance education

Category	Code	Opinion
Negative	Lack of Learning Environment	*Environment is necessary to improve language skills. This cannot be a digital environment.* (T14)
	Lack of Interaction	*There is not enough interaction between the students and the influence of teachers on the students is very low.* (T6)
	Inadequate Delivery of the Course Outcomes	*Course outcomes cannot be provided properly with distance education.* (T17)
	Student Absenteeism	*Not all students attend live lessons.* (T24)
Positive	Student Taking Responsibility	*The positive side of distance education is that students take responsibility.* (T22)

3.5. Suggestions for Improving Turkish Teaching in Distance Education

The code-category relationship regarding the suggestions for improving Turkish teaching in distance education is shown in Figure 5.
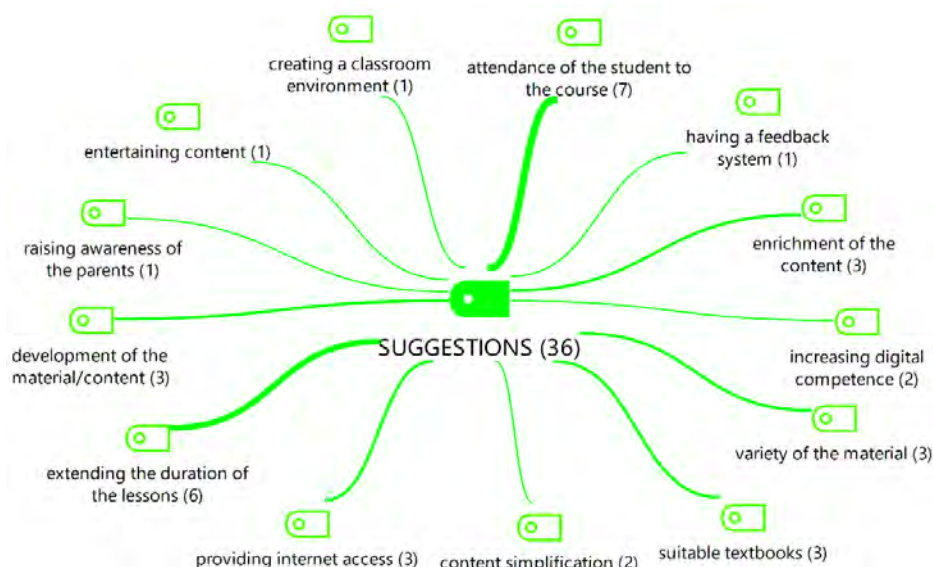

Figure 5. Code-category relationship regarding suggestions for improving Turkish teaching in distance education

Considering the information presented in Figure 5, the codes in the category of suggestions for the improvement of Turkish teaching in distance education and the frequency of these codes appear to be *attendance of the student to the course (f=7), extending the duration of the lessons (f=6), the development of the material/content (f=3), the enrichment of the content (f=3), the variety of the material (f=3), suitable textbooks (f=3), providing internet access (f=3), content simplification (f=2), increasing digital competence (f=2), having a feedback system (f=1), creating a classroom environment (f=1), entertaining content (f=1) and raising awareness of the parents (f=1).*

Most of the suggestions regarding the improvement of Turkish teaching in distance education were ensuring the maximum attendance of students and extending the duration of the lessons, followed by developing material/content, enriching the content, providing material diversity, making the textbooks suitable for distance education, providing internet access, content simplification, increasing digital competence for the development of Turkish teaching in distance education, having a feedback system, creating a classroom environment, having entertaining contents and raising the awareness of the parents. These findings should be

considered as the shortcomings determined by Turkish teachers in the study group regarding distance education and Turkish teaching in distance education. These suggestions reveal the weak sides of distance education, and a healthy education requires these recommendations to be taken into account.

Examples of the codes that emerged in the category of suggestions for the improvement of Turkish teaching in distance education are given Table 5.

Table 5. Category, codes and opinion samples regarding the suggestions for the improvement of Turkish teaching in distance education

Category	Code	Opinion
Suggestion	Attendance of the Student	*Student attendance should be ensured. (T30)*
	Extension of Lesson Durations	*Lessons should be longer. (T12)*
	Suitability of Textbooks	*The textbook materials should be prepared accordingly. (T8)*
	Material Diversity	*Diversification of materials to be used in distance education. (T4)*
	Providing Internet Access	*Every student should have internet access. (T1)*

3.6. Live Turkish Course Observations in Distance Education

The code-category relationship regarding the observation reports prepared by Turkish teachers for live Turkish courses is shown in Figure 6.
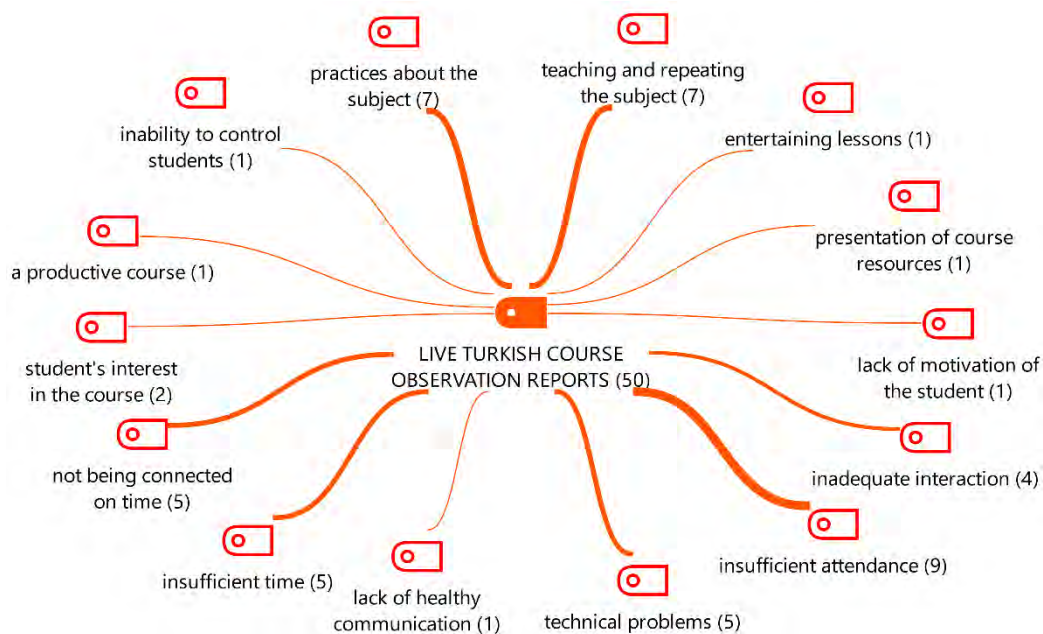

Figure 6. Code-category relationship regarding live Turkish course observation reports in distance education

Considering the information presented in Figure 6, the codes in the category of live Turkish course observation reports in distance education and the frequency of these codes appear to be *insufficient attendance (f=9), teaching and repeating the subject (f=7), practices about the subject (f=7), not being connected on time (f=5), insufficient time (f=5), technical problems (f=5), inadequate interaction (f=4), student's interest in the course (f=2), lack of healthy communication (f=1), lack of motivation of the student (f=1), presentation of course resources (f=1), entertaining lessons (f=1), inability to control students (f=1) and a productive course (f=1).*

In the live Turkish course observation reports, the situations mostly observed and reported were having insufficient attendance, teaching and repeating the subject, having practices about the subject after teaching and repeating the subject, failure to connect to the lesson on time, insufficient duration of the lessons, technical problems such as broken microphones, sound and visual problems and insufficient interaction during the lesson. These findings show that in the observation reports, the negativities of the process are more prominent than the content and quality of live Turkish courses in distance education, and that the course content and quality cannot be focused on due to these negativities.

Examples of the codes that emerge in the category of live Turkish course observation reports in distance education are given Table 6.

Table 6. Category, codes and opinion samples regarding the live Turkish course observation reports in distance education

Category	Code	Opinion
Live Turkish Course Observation Report	Lack of Enough Attendance	*15 out of 35 students in the class attend the course. (TO6)*
	Subject-Oriented Practice	*I am preparing a worksheet and giving the test solutions on the subject. I am solving the questions with my students. (TO5)*
	Insufficient Duration	*When I cannot complete the lesson in 30 minutes, the sentence becomes incomplete with the system shut down. (TO12)*
	Failure to Connect in Time	*I cannot connect to the live lessons in time. This also causes a waste of time. (TO4)*

4. Discussion and Conclusion

This study was conducted in order to determine the course process, course content and material use for Turkish teaching in distance education, difficulties in teaching language skills, positive and negative aspects of distance education, suggestions for improving Turkish teaching in distance education and live course observations during the COVID-19 pandemic. In the literature, there are various studies examining the distance education during the COVID-19 pandemic period (Akbulut, Sahin & Esen, 2020; Arora & Srinivasan, 2020; Garbe, Ogurlu, Logan & Cook, 2020; Habebci, Bertiz & Alan, 2020; Johannes, Daniela & Nina, 2020; Karakuş, et al., 2020; Koçoğlu & Tekdal, 2020; Korkmaz & Toraman, 2020; Maden & Önal, 2020; Mohalik & Sahoo, 2020). These studies usually include information tools, material and content elements in distance education, negativities faced during the process, suggestions and ideas for the development of distance education. There is a limited number of studies on teaching Turkish in distance education (Aydın, 2020; Özgür, Ceran & Yıldız, 2020; Sarıçam, Özdoğan & Topçuoğlu Ünal, 2020). These studies are based on student and teacher opinions.

Mohalik and Sahoo (2020) conducted a study in India and determined that power outages and internet connection problems were among the problems that pre-service teachers experienced in distance education. Karakuş et al. (2020) concluded that pre-service Turkish teachers mostly participated in the remote teaching systems with mobile phones and laptops, and that the most common technical problems were internet/connection problems and unsupported devices/equipment. The internet connection problem is one of the findings of the research, mentioned in the difficulties experienced in the course process, the negativities of distance education, suggestions and course observation reports. Ünal and Buliniz (2020) state that the disappearance of learning by doing, the existence of communication and technical difficulties, and the inability of every student to attend classes may be among the disadvantages of distance education for teachers.

Arora and Srinivasan (2020) point out that lack of interaction in distance education is associated with low participation, lack of communication and connection problems. Habebci, Bertiz, and Alan (2020) state that many students and teachers recommend live streaming to solve the problem of interaction in education, however, the high number of students in rural areas and the lack of sufficient internet connection and infrastructure limit live streaming opportunities. Lack of interaction is presented as a finding of the study, which emerged as one of the difficulties of teaching Turkish in distance education and the negative aspects of distance education and is also mentioned in live course observation reports. Lack of interaction is closely related to low student participation, connection problems and lack of communication.

Lloyd, Byrne, and McCoy (2012) state that the effectiveness of distance education is closely related to pedagogical and material support in the process; while Seaman (2009) states that unqualified materials can form the basis of negative opinions on distance education. Habebci, Bertiz, and Alan (2020) concluded that teachers do not find the amount of materials used in distance education is enough and they have the idea of increasing the number of qualified materials. Koçoglu and Tekdal (2020) determined that most of the teachers participated in their study had a negative opinion about resource and material competence. In their research,

Maden and Önal (2020) reached the conclusion that the documents related to the Turkish course in the EIN (Educational Informatics Network) content module are not evenly distributed to the learning areas in the Turkish Course Curriculum, the content provided is intensely exam-oriented, and there are documents of similar type and content. The result that similar type and content documents for Turkish teaching are included in EIN (Educational Informatics Network) and the suggestions for enriching the content, material diversity and material/content development in the suggestions of the research are related to each other. It is observed that the material element in distance education is one of the important findings in the studies and this study.

Korkmaz and Toraman (2020) state that educators in Turkey are working on taking measures on a variety of issues such as increasing network capacity and internet speed for distance education, providing information technologies and supporting online learning environments, and educating instructors to use online learning management systems. Some of these measures coincide with the findings of this study, which were presented in the course process in distance education, material use, negativities, suggestions and course observation reports. Garbe, Ogurlu, Logan, and Cook (2020) state that educating parents about the remote learning systems and platforms is crucial for future distance learning efforts. Raising the awareness of parents about the distance education process was suggested by a Turkish teacher in the study, and no other finding was found related to the education of parents. Johannes, Daniela and Nina (2020) emphasize the importance of introducing digital tools systematically to students and even their parents first and applying them to daily teaching and learning processes.

Johannes, Daniela, and Nina (2020) conducted a study on teachers in Germany and concluded that most teachers reported that they provided new learning content to their students in addition to assigning tasks and providing feedbacks. The finding of presenting new learning content coincide with the finding that most of the Turkish teachers prepare course content suitable for the subject. The finding of preparing new course content may be due to the lack of adequate content of courses available in distance education or the inability to provide distance education. Aydın (2020) stated in his study that the negative opinions of students regarding Turkish lessons conducted with distance education are insufficient time, rapid expression, inability to ask questions to the teacher, insufficient number of questions, difficulty in reading paragraphs and teacher change. Findings other than teacher change overlap with the findings that assessment and evaluation, lack of time and lack of interaction in this research. Özgül, Ceran, and Yıldız (2020) state that teachers' negative opinions about distance learning Turkish lessons come out as lack of communication, inability to access the internet, unwillingness, inadequate assessment and evaluation. These findings coincide with the findings of the research regarding communication problems, unwillingness, connection problems, measurement and evaluation.

Akbulut, Sahin and Esen (2020) determined that teachers experienced difficulties in the online learning applications during the COVID-19 pandemic period in Turkey due to the internet connection problems of the students, lack of teacher-student interaction, inability to perform reliable learning assessments, lack of knowledge about how to evaluate students' knowledge and skills, inability to improve learning skills of the students, inability to provide all the learning outcomes determined for learning, difficulty in providing feedback to students, inability to take the individual interests and abilities of students into account lack of student motivation and attitudes and behaviours of school/university administrators towards educators. Findings such as connection problems, lack of interaction, inability to provide skill teaching, inability to achieve all learning outcomes determined for learning, lack of student motivation, lack of knowledge on how to evaluate knowledge and skills of the students and the difficulty in teaching language skills coincide with findings, which are internet connection problems, lack of student motivation, lack of interaction, the fact that assessment and evaluation differ from teacher to teacher and course outcomes be adequately delivered in distance education presented in the difficulties experienced in teaching language skills, course content, suggestions and live course observations reports of the study. Sarıçam, Özdoğan, and Topçuoğlu Ünal (2020) found in their study that the Turkish lesson given with distance education remained only theoretical at many points and that there were insufficiencies in acquiring language skills other than listening skills. These results overlap with the result that there were difficulties in teaching language skills in distance education of this study.

It was determined that Turkish teaching in distance education mostly focuses on preparing course content, less importance is given to the planning; student absenteeism, internet connection problems, inadequate

feedback, lack of interaction, inefficiency of the lesson and lack of student motivation cause difficulties during the lessons; homework, question-answer and test tools are widely used in the assessment and evaluation process; student feedbacks are received via WhatsApp and EIN (Educational Informatics Network).

Furthermore, it was observed that the content of the lesson prepared for teaching Turkish was generally appropriate to the subject, and the materials used in live courses were mostly worksheets, textbooks, tests, lecture presentations, supplementary textbooks and activity papers.

It was determined that the most difficulty in teaching language skills in distance education was in teaching writing skills. There were also some other difficulties in teaching other language skills. The reason that the most teaching difficulties were experienced in writing skill among language skills can be explained as writing skill is a planned and process-based skill.

It was also determined that the negative aspects of distance education in the teaching process were more than its positive aspects, and the lack of a learning environment, lack of a proper communication, lack of interaction and insufficient acquisitions were found to be negativities of distance education.

In distance education, ensuring the maximum student attendance and extending the lesson durations, material/content development, content enrichment, material diversity, making textbooks suitable for distance education, providing internet access, content simplification, enhancing digital competence, having a feedback system, creating a classroom environment, having entertaining contents and raising the awareness of parents were stated as suggestions by the teachers in order to improve Turkish teaching. These suggestions should be considered as the shortcomings identified for distance education and Turkish teaching in distance education. These suggestions reveal the weak sides of distance education, and a healthy education requires these recommendations to be taken into account.

In the live Turkish course observation reports, the situations mostly observed and reported were having insufficient attendance, teaching and repeating the subject, having practices about the subject after teaching and repeating the subject, failure to connect to the lesson on time, insufficient duration of the lessons, technical problems such as broken microphones, sound and visual problems and insufficient interaction during the lesson. These findings show that in the observation reports, the negativities of the process are more prominent than the content and quality of live Turkish courses in distance education, and that the course content and quality cannot be focused on due to these negativities.

4.1. Recommendations

The following recommendations have been developed based on the results of the research:

1. The negativities experienced by teachers in distance education should be eliminated.

2. Development-improvement studies should be conducted for teaching language skills in distance education.

3. The variety of materials for distance education should be increased and these materials should be qualified.

4. Studies should be conducted to ensure teacher-student interaction.

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